

HISTORY CURRICULUM

HISTORY COURSE OUTLINE

<i><u>Grade</u></i>	<i><u>Course</u></i>
7	Global Studies
8	Global Studies II
9	US History I
10	US History II
11	European History
12	US Government or World History or Human Geography
12	AP Psychology
12	Jewish History

HISTORY CURRICULUM

Grade 7

Course:

Global Studies

Course Goals:

- Gain an understanding of necessary themes of history using various types of source material.
- Learn research, writing and organizational skills in preparation for 8th grade
- Develop an understanding and appreciation for other cultures

Text:

A Message of Ancient Days

Additional Materials:

Primary Source Readings, Worksheets and Films

Major Topics:

This is a theme-based curriculum covering five topics of relevance to all future history classes

- Map Usage Skills and Historical Methodology
- Differences and Similarities of all Human Cultures
- Early Man
- River Valley Civilizations: Egypt, Mesopotamia, India, China
- Classical Civilizations: Greece and Rome

Skills Taught:

- Basic map skills include geographical knowledge of continents and oceans, types of maps and what they are used for, longitude and latitude, grid maps, etc.
- Interpretation of Primary Source Material such as native artwork, artifacts and poetry
- Research skills—library and internet to be used in writing research papers
- Writing skills—short answer and paragraph form, 2-3 page research papers
- Oral presentation skills
- Questioning and Note Taking
- Notebook Organization
- Stress Management and Test-taking

HISTORY CURRICULUM

Grade 8

Course:

Global Studies II

Course Goals:

- Gain an understanding of necessary themes of history using various types of source material.
- Learn research, writing and organizational skills in preparation for 9th grade
- Develop an understanding and appreciation for other cultures

Text:

Across the Centuries or World History

Additional Materials:

Primary Source Readings, Worksheets and Films

Major Topics:

This is a theme-based curriculum covering five topics of relevance to all future history classes

Key Units Covered in Depth:

- Roman and Byzantine Empires
- Islam and Africa
- Later India, China, Mongols, Japan, and Korea
- Medieval Europe and Japan
- Native American Empires

Skills Taught:

- Basic map skills include geographical knowledge of continents and oceans, types of maps and what they are used for, longitude and latitude, grid maps, etc.
- Interpretation of Primary Source Material such as native artwork, artifacts and poetry
- Research skills—library and internet for research papers and oral reports
- Writing skills—short answer and paragraph form, 2-3 page research papers, Five-paragraph essays
- Oral presentation skills
- Questioning and Note Taking
- Notebook Organization

HISTORY CURRICULUM
Grade 9

Course:

US History I: Discovery to Civil War

Course Goals:

The class will learn critical reading, writing, analyzing and organizational skills while developing an understanding of the early history of our country.

Text:

American Journey

Additional Materials:

Eyewitness to America (a compendium of eyewitness accounts taken from various sources)

Major Topics:

This course covers American History from the discovery of the Americas by Europeans, the founding of colonies and the fight for independence through the major events that play a role in the development of the country up to the civil war. The time period covered is from 1450 to 1860. The course is designed to give students an appreciation for the events, policies and people that are the underpinnings of the United States today.

Key Units Covered in Depth:

- 3 Worlds Collide- Renaissance Europe, Africa and Native America
- Colonial Settlement
- The American Revolution and A New Government /Jefferson and Monroe & War of 1812.
- Jackson, Manifest Destiny and Reform
- Causes of the Civil War

Skills Taught:

- American geography- knowledge of landforms, boundaries and States as they are brought into the Union
- Interpreting primary Source Material
- Research Skills- library and internet for research papers and oral reports
- Note taking skills and organization of notebook
- Writing skills- organization of paragraphs into essay format
- 3-5 page research paper- introduction of MLA format
- Oral presentation skills
- Pre-AP testing skills, Document based essays

HISTORY CURRICULUM Grade 10

Course:

US History II: Civil War to the Present (AP & Regular)

Course Goals:

All classes will learn critical reading and writing skills while developing an understanding of the factors that shaped our country as it is today. Honors class is also a preparation for the AP exam for those students capable of college-level work.

Text:

Regular: American Journey

Honors: American Pageant

Additional Materials:

Eyewitness to America (primary sources)

Major Topics:

This course covers the time period from 1860 to the present, with a focus on the events, persons and driving issues of the past 160 years which have led us to the society, economy and political structure we have today.

Key Units Covered in Depth:

- Civil War and Reconstruction
- Industrialization, Urbanization and Western Expansion
- Progressive reforms, Imperialism and WWI
- The Interwar Period- Jazz Age, Depression and FDR
- WWII and the Cold War
- Civil Rights, Vietnam and the 1960s, Watergate and the Modern Era

Skills Taught: (*denotes Honors)

- Geography- new States as they enter the Union, world as it applies to US History
- Primary Source Interpretation
- Integration of Primary Sources into essays*(DBQ on AP exams)
- Research at the library and on the internet for papers and oral reports
- Writing skills- 5 page research paper, well- organized essays
- Preparation for AP exam essays*
- Oral and Written research projects

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AP SYLLABUS PART II (TENTH GRADE)

Text: *Houghton-Mifflin's The American Pageant*

Homework from *The Center for Learning*

UNIT ONE- "BRIDGE UNIT"- ASSESSING ANTEBELLUM AMERICA

Project: *Cotton, Cloth and Conflict: The Meaning of Slavery in a Northern Textile City*

-Activity 1 (*Economic Issues*)- two days

-Activity 2 (*Politics*)- two days

-Activity 3 (*Race*)- two days

-Activity 4- Watch "Mill Town" DVD

READINGS: *Introduction, Cotton, Cloth and Conflict pp. 1-9*

UNIT TWO- THE CIVIL WAR AND RECONSTRUCTION

READINGS: Lecture: Abraham Lincoln v. the Politicians; Putting America back together again

Text pp. 444-506

Homework: Nursing during the Civil War

Reconstruction: Two Views

UNIT THREE- INDUSTRIAL AMERICA AND THE AGE OF IMMIGRANTS

Project: *The Immigrant Experience, 1840-1890*

-Activity 1 (*Stereotypes and Symbols*)- one day

-Activity 2 (*Push and Pull Factors*)- one day

-Activity 3 (*Open Door, Closed Door*)- one day

-Activity 4 (*Case Studies: The Irish and Chinese Immigrant Experiences*)- one day

READINGS: Lecture: The reshaping of America by Immigration

Text pp. 512-660

Homework: The Emergence of Industrial America

National Government in the Late-19th Century

(DBQ Practice: The Philosophy of the Industrialists AND The Populist Movement: The Value of

Third Parties [classes divided into two groups, each group does one of these DBQs and submits them for peer review])

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UNIT FOUR-AMERICAN IMPERIALISM

READINGS: Lecture: American Imperialism

Text pp. 641-660, 664-679

Classwork/Homework: The Climate of Imperialism; Explaining the Spanish-American War;

Foreign Policy for a New Age
American Perspective: 1900 (PBS Special)

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UNIT FIVE- THE AGE OF PROGRESSIVISM: ROOSEVELT, TAFT, AND WILSON

Project: *The Triangle Factory Fire and the Growth of Labor*

Activity (*The Triangle Factory Fire Court Case*)– 4 days

READINGS: Lecture: Progressivism and World War I
Text pp. 682-700, 703-720, 722-744
*Classwork/Homework: Reform and the Progressives; The Jungle- Support
for a Political Agenda
Progressivism: Liberal Reform or Conservative Reaction?
Women's Suffrage; Prohibition- The Noble Experiment
Defending Neutral Rights; The Treaty of Versailles*

UNIT SIX- THE SECOND GILDED AGE

READINGS: Lecture: America in the 1920s- Low Taxes, High Tariffs
Text pp. 746-768, 771-784
*Classwork/Homework: Literature of the Twenties; Isolation-Fact or
Revisionist Battleground?
The Twenties at Bay, Ku Klux Klan; The Trial of
Sacco and Vanzetti*

Essay #1 DUE (The 1920s as the "Most Deceptive Decade"

UNIT SEVEN- THE END OF 'PHONY PROSPERITY'

READINGS: Lecture: Reasons for the Stock Market Crash
Text pp. 784-790
Classwork/Homework: Causes of the Great Depression; The Crash of '29

UNIT EIGHT- THE GREAT DEPRESSION AND A "NEW DEAL" FOR THE AMERICAN PEOPLE

READINGS: Lecture: The Great Depression
Text pp. 790-791, 795-821
*Classwork/Homework: The Most Dangerous Man in America
The New Deal- Documents Question; The New Deal-
Writer's Forum
The "Okie" Experience and the Grapes of Wrath*

DBQ PRACTICE: 2001 NEW DEAL DBQ (W/ PEER REVIEW)

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UNIT NINE- FOREIGN POLICY IN THE 1930s- THE PERIL OF ISOLATIONISM

READINGS: Lecture: Foreign Policy in the 1930s

Text pp. 791-793, 825-833

Classwork/Homework: Isolation and Neutrality in the 1930s; Axis Partners- Clouds of War

UNIT TEN- WORLD WAR II AND THE RISE OF THE MODERN SUPERPOWERS

READINGS: Lecture: America at War and the Emergence of a Bipolar World

Text pp. 834-845, 847-875

Classwork/Homework: Pearl Harbor- Interpretations of History; Japanese-American Internment; The United States and the Holocaust

Truman Doctrine

World War II Conferences; Cold War Revisited; The

Japanese Internment Activity- Senate hearing on the Internment of Japanese Americans

UNIT ELEVEN- PROSPERITY AND PARANOIA: THE COLD WAR AND SUBURBAN AMERICA

READINGS: Lecture: The Cold War and the 1950s

Text pp. 880-934

Classwork/Homework: McCarthyism and the Climate of Fear; Korean Inquiry

Economic Recovery after World War II; McCarthy Witch Hunt

Essay: Image v. Reality in 1950s America

DBQ PRACTICE: 2003 COLD WAR DBQ (W/ PEER REVIEW)

UNIT TWELVE- FROM CAMELOT TO TET

READINGS: Lecture: America in the 1960s

Text pp. 936-962

Classwork/Homework: The New Frontier and Great Society; The Black Revolution

Americans

Women's Rights- A Chronicle of Reform; Native

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Lecture: A Political History of Vietnam
Text pp. 966-968, 971-973, 975-976, 979-980
Classroom/Homework: Vietnam: A Reappraisal

UNIT THIRTEEN- UNSETTLED AMERICA

READINGS: Lecture: Inflation and Detente in the 1970s To The Present Day
Text pp. 964-988
Classwork/Homework: The Crimes of Watergate

REVIEW FOR AP EXAM

Classwork/Homework: Evaluation Recent Presidents; Social History and Contemporary Art

American History

Continuity and Change; Turning Points in

May-June

Recent History Biographical Project

HISTORY CURRICULUM
Grade 12

Course:

US Government (AP & Regular)

Course Goals:

Some students may be ready to take the AP American Government Exam. All students will gain knowledge of the workings of the American Government that will help them make responsible choices as adult voters and participants in our democracy.

Text:

Magruder's American Government

Additional Materials:

Governing (a book of essays & debates)

Major Topics:

This course covers the foundations and workings of American government, including information on political parties, interest groups and the media's influence on political campaigns. The course is designed to complement 8th and 9th grade classes in American History and to provide a basis for critical thinking and participation in the electoral process.

Key Units Covered in Depth:

- Principles of Government and America's Beginnings
- The Constitution and Bill of Rights
- Federalism and State Governments
- Political Parties, Campaigns and Electoral Process
- Political Participation, Voter Behavior and Interest Groups
- Public Opinion and the Mass Media
- Congress (includes How A Bill Becomes A Law)
- The President and Bureaucracy
- The Judicial Branch
- Civil Rights and Civil Liberties

Skills taught: (*Denotes Honors)

- Recognizing Bias and Point of View
- Critical Thinking: Recognizing Propaganda, Fact vs. Opinion
- Debate and Public Speaking Skills
- Interviewing and Poll-taking skills
- Research skills using the Library and the Internet for research papers and oral reports

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- Interpreting Original Documents (Political Cartoons, Graphs and Charts, and Newspapers)
- Extensive Research Paper* (6-10 pages)
- AP Test Preparation

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Advanced Placement US Government Syllabus for 2008-2009

Textbooks

Magruder's American Government

Bibby, John *Governing by Consent: An Introduction to American Politics*, 2nd ed., Washington DC, Congressional Quarterly Inc., 1995

Lowi, Theodore J. and Ginsberg, Benjamin, *American Government*, 5th ed., New York, NY: W.W. Norton & Company, 1998

Woll, Peter and Zimmerman, Sidney, *American Government: The Core*, 2nd ed., New York, NY: McGraw-Hill, 1992

Coleman, John J. And Mayer, Kenneth B., *Readings for American Government*, 7th ed., New York, NY: W.W. Norton & Co., 2002

The Bill of Rights Institute (George Mason University School of Law Summer Institute, Summer 2001) Assorted Readings

Summary Outline and Assignment Sheet

UNIT I- FOUNDATIONS OF AMERICAN GOVERNMENT PART ONE- PRINCIPLES AND ORIGINS

Magruder Chapters 1 & 2

Woll Chapter 1– “What is Government?” “Preludes to the American System”

Additional Readings: *John Locke's* “Second Treatise on GOVERNMENT Chapter II: Of the State of Nature”

Key Questions: “What is Government? How is the idea of ‘Government’ related to the concept of ‘Power?’ What makes the Power exercised by Government ‘Legitimate?’”

UNIT II- FOUNDATIONS OF AMERICAN GOVERNMENT PART TWO- THE CONSTITUTION AND FEDERALISM

Woll Chapter 2- “Government under the Articles of Confederation,” “The Need for a National GOVERNMENT,” “Prelude to Philadelphia,” “Essentials of the Constitution,” “The Bill of Rights and the Amendment Process,” “Federalism.”

Coleman Chapter 2- “The Fight for Ratification.”

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Additional Readings: Federalist #10, 49, 78, 79, 80, The Antifederalist Papers

Key Questions: “Why did the Articles of Confederation Fail (or DID it?,)” “Is the Constitution the fulfillment of the Founder’s vision, or a Betrayal of it?”

Concluding Project: Debate over the Ratification of the Constitution, brief essay summarizing arguments of both sides.

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UNIT III- THE CONSTITUTION- ELASTIC OR CONCRETE?

Magruder Chapter 4

Woll Chapter 4- “The Essentials of Federalism”

Additional Readings: *Rexford Tugwell* “America takes hold of it’s Destiny,” “Marbury v. Madison,” “Barron v. Baltimore,” “Virginia Resolution,” “Kentucky Resolution,” *Jonathan Turley* “10th Amendment Rising? Has the Court Entered a New Federalist Era?”

Key Question: “To what extent is the Constitution meant to be a ‘Living Document?’”

Concluding Activity: Students are to visit the websites of at three US Political Parties to answer the following question in a well-organized essay:

“The US Constitution is a ‘Living Document.’ To what extent do the three parties you researched agree with this statement?”

UNIT IV- POLITICAL BEHAVIOR: GOVERNMENT BY THE PEOPLE, PART ONE- POLITICAL BEHAVIOR

Magruder Chapters 5 and 6

Woll Chapter 5- “Federalism and Party Organizations,” “Separation of Powers and Parties,” “The President and the Party,” “Essentials of Political Parties,” “Voters and Elections”

Coleman Chapter 9- “Ballot Initiatives: Voice of the People or the Powerful?,” “Electronic Voting”

Lowi, Chapter 10- “Regulating the Electoral Process,” “How Voters Decide,” “Do Elections Matter?”

Key Questions: “To what extent is the United States meant to be a Participatory Democracy?,” “What are the benefits and drawbacks of such initiatives as the Secret Ballot and Electronic Voting?”

AP Prep: Practice Essay #2 (From the 2006 Released US Government AP Exam)

“While Interest groups and political parties each play a significant role in the United States political system, they differ in their fundamental goals.

- A. Identify the fundamental goal of interest groups in the political process
- B. Identify the fundamental goal of major political parties in the political process
- C. Describe two different ways by which interest groups support the fundamental goal of political parties in the political process

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D. For one of the forms of support you described in © , explain two different ways in which that form of support helps interest groups to achieve their fundamental goal in the political process

UNIT V- POLITICAL BEHAVIOR: GOVERNMENT BY THE PEOPLE, PART TWO- MASS MEDIA AND PUBLIC OPINION

Magruder Chapters 7, 8 and 9

Coleman Chapter 11- "Political Parties: the Role of Soft Money," Chapter 12- "Interest Groups: A Force for Change or the Status Quo?" and Chapter 13 "Regulating the Media."

Key Questions: "What is the Role of the 'Media' in the formation of Public Opinion?"
"What is the proper role of Interest Groups in a Democratic Republic and how do we balance the influence of Interest Groups with the Common Good?"

Concluding Activity: Debate over the Constitutionality of limits on Interest Group participation in Elections.

Also: Practice Session # 1 -understanding Multiple Choice Questions on the Advanced Placement Exam, using the 1999 Released Exam for US Government and Politics

UNIT VI- THE LEGISLATIVE BRANCH

Magruder Chapters 10, 11 and 12

Coleman Chapter 5- "Representation in Congress: The Politics of Pork"

Lowi Chapter 5- "Congress: The First Branch"

Key Questions: "What is the function of the Legislative Branch?," "Why is the Legislative Branch divided into two Houses of Congress?," "How does Congress balance National and Local Interests?"

AP Prep: Practice Essay # 3 (From the Released 2006 US Government and Politics Exam:)

"The Framers of the United States Constitution created a legislative system that is bicameral. However, it is not just bicameral; the framers also established two houses of distinctly different character and authority.

- A. Discuss two reasons why the framers created a bicameral legislature
- B. Identify one power unique to the House of Representatives and explain why the framers gave the House that power
- C. Identify one power unique to the Senate and explain why the framers gave the Senate that power

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UNIT VII- PUBLIC POLICYMAKING: MAKING CHOICES

Bibby Chapters 5 and 10- “The Congressional Budget Process” and “Citizen Participation in Politics”

Key Questions: “What is the process by which a Budget is created?.” “Who has influence over the Budget-Making Process?,” “How are Budget decisions made?” “How do Partisan Politics (logjams, elections) influence the Budget?” “What do Budget Deficits mean, and do they matter?” “What are ‘Entitlements,’ and how do they impact the politics of the Budget?”

General Discussion on the role of Federal Mandates in shaping the Federal Budget, with emphasis on Entitlement programs such as Social Security.

Concluding Activities:

1. Students are broken into groups and assigned the task of interviewing one state legislator (Maryland) about the budgeting process.
2. Each group uses the information gathered to “create” a budget for A) a small town, B) a large city, C) a state, and D) the nation.
3. Each group participates in a debate over which created budget best serves the needs of the citizens of the town/municipality/state.

AP Prep: Practice Essay # 4 (From the 2006 Released US Government AP Exam)

“In Recent Decades, entitlement programs have constituted a substantial portion of the United States federal budget. Social Security is the largest entitlement program in the United States. From the information in the chart above and your knowledge of United States government and politics, perform the following tasks.

- A) Define “Entitlement Program”
- B) What is the primary source of revenue for the Social Security program?”
- C) Identify one threat to the future of the Social Security program should the trends depicted in the chart above continue
- D) Describe one demographic trend that threatens the future of the Social Security program AND explain how it is responsible for the threat you identified in (C)
- E) Explain how any one of the trends in the chart above would change if the age of eligibility for Social Security were raised.

UNIT VIII- THE EXECUTIVE BRANCH

Magruder Chapters 13 and 14

Coleman Chapter 6- “The Presidency: Governing from the Center?”

Lowi Chapter 6- “The President: From Chief Clerk to Chief Executive”

Bill of Rights Institute-

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“Winning Back the Sky: A Tactical Analysis of Terrorism,” *David G Hubbard*, 1986
“Terrorism and Public Policy,” *American Violence and Public Policy*, *Robert Kupperman*, 1985

Key Questions: How has the character of the Presidency changed since the founding of the Republic?,”

“How did the Depression, the Cold War, and the rise of the Media shape the Modern Presidency?”

Concluding Activity: Discuss and Debate the Modern Presidency in light of the Gulf of Tonkin Resolution, the War Powers Act, and the Patriot Acts.

AP Prep: Practice Essay # 5- Based on the information received in class and the assigned readings, each student will answer the following question in a well-organized essay:

“To what extent has the role of the President as Commander in Chief and Chief Diplomat of the United States changed between the years 1945-2002?”

UNIT IX- THE JUDICIAL BRANCH

Magruder Chapter 18

Coleman Chapter 8- “The Federal Judiciary: Least Dangerous Branch or Imperial Judiciary?”

Lowi Chapter 3- “The New Federalism and Devolution: The Role of the Supreme Court”

Key Questions: “How was the Supreme Court viewed by the Founders?,” “How is the Federal Court System organized?,” “ How did the role of the Court evolve over it’s first 130 years, from John Marshall to William Howard Taft?”

Concluding Activity: Practice Essay # 6:

1. Describe the process for selection and appointment to the Supreme Court
2. Discuss why that process has been more difficult recently by citing two reasons for this increased difficulty
3. Discuss one reason why Supreme Court appointments are very important

Also: Practice Session # 2- Mastering Multiple Choice Questions, using the 2006 Released Exam for US Government and Politics

UNIT X- CIVIL LIBERTIES: EQUAL JUSTICE UNDER LAW

Magruder Chapters 19, 20 and 21

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Coleman Chapter 4- "Affirmative Action in Higher Education," and Chapter 8- "Checking Judicial Power"

Woll Chapter 3- "Civil Liberties and Civil Rights"

Bill of Rights Institute-

"Besieged by Book Banners" *Michael Granberry, LA Times, May 10, 1993*

"Hogwash is Happening" *Thomas Sowell, Washington Times, October 3, 1994*

"The Virtues of Free Speech," *Mark Turiano, The Freeman, September 1996*

"2nd Amendment and 'Rights': The Media Often Get It Wrong" *Join Together Online, August 19, 1998*

"Restoring the Second and Tenth Amendments," *LEAA Advocate, Summer/Fall 1997*

"Review of Gregory S. Alexander's 'Commodity and Propriety: Competing Visions of Property in American Legal Thought, 1776-1970'" *Bradley A. Smith*

"Private Property and Government under the Constitution" *Gary Pecquet*

"Victims and the Exclusionary Rule" *Harvard Journal of Law and Public Policy, Vol I Spring 1996*

"Crime and Punishment" *The New Yorker, July 15, 1996*

The Alien Act- United States Congress

Sedition Act- United States Congress

Cantwell v. Connecticut

Near v. Minnesota

De Jonge v. Oregon

NAACP v. Button

Mapp v. Ohio

Quincy Railway v. Chicago

Miranda v. Arizona

Robinson v. California

Key Questions: "What are the key differences between 'Rights' and 'Privileges?'" "Who gets to interpret the Constitution, and Why?," "When do Individual Rights and Public Needs Collide?"

Concluding Question: To what extent has the Government of the United States been successful in protecting the basic rights guaranteed by the US Constitution and subsequent Amendments, maintaining the framework of Federalism created by the founding fathers, and exercising power legitimately granted through free and fair elections?

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Grade 11

Course:

European History (AP and Reg.)

Course Goals:

The goal of this course is to gain a comprehensive view of the modern world and to understand where we fit into it today, both as individuals and as a nation. In AP classes, the goal is to think and write in an analytical and organized manner about European History.

Text:

AP- History of Western Civilization by Kagan

Regular- World History

Additional Materials:

AP- Perry Sourcebook (primary sources)

Regular- Eyewitness to History, Hard Times by Dickens

Major Topics:

This course covers the history of Europe from the Middle Ages to the Present (from approximately 1250 to the 1990s). This broad survey includes political, economic, cultural, religious, philosophical and scientific changes that have helped shape the world as it is today.

Key Units Covered in Depth:

- Decline of the Middle Ages- Plague, Schism, 100 Years' War
- Renaissance and Exploration
- The Protestant Reformation and the Age of Religious Wars
- Absolutism and Constitutionalism
- Colonialism and Economic War
- The Scientific Revolution and Enlightenment
- The French Revolution and Napoleon
- Industrial Revolution and Social Unrest
- The Age of Nation-States, Imperialism and WWI
- Totalitarianism and WWII
- The Cold War through the Fall of Communism

Skills taught:

- Political and Physical Geography of Europe
- 5-Paragraph Essays AP- Bias/Point of View into Document-Based Questions
- Interpretation of Primary Source Materials
- Interpretation of Graphs, Charts and Political Cartoons
- Read and analyze a work of historical fiction
- Library and Internet research for a 5-10 page Research Paper

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AP Human Geography—Course Requirements

The purpose of this course is to introduce students to the systematic study of the patterns and processes that have shaped human understanding, use and alteration of the Earth's surface. Students employ spatial concepts and landscape analysis to analyze human social and economic organization and their environmental consequences. They learn about and use the methods and tools used by geographers in their science and practice.

Five College-level Goals of this course are:

- 1) to be able to use and analyze the meaning of spatial data sets
- 2) to understand and interpret the implications of associations among phenomena in places by seeing the relationships between tastes, values, politics, economics and place
- 3) to recognize and interpret at different scales the relationships between patterns and processes, particularly the impacts of globalization and local diversity
- 4) to define regions and evaluate the regionalization process
- 5) to analyze the changing interconnections among places

As a textbook, we will use An Introduction to Human Geography by James Rubenstein with excerpts from Introductory Reader in Human Geography by William Moseley. Other readings will include parts of Guns, Germs and Steel by Jared Diamond, In a Sunburned Country by Bill Bryson, 36 Views of Mt. Fuji by Cathy Davidson, How Soccer Explains the World by Franklin Foer, The World is Flat by Thomas Friedman, Ciao, America! By Beppe Severignini and A History of the World in Six Glasses by Thomas Standage. Students will also use current events articles from the Washington Post, Newsweek, Time and various other news magazines to keep a journal. Films from National Geographic and other sources will be integrated into the class as well. At least two guest speakers are already planned—Mr. Robert Wolfe from NASA Goddard Space Flight Center will speak on the topic of satellite remote sensing, and Dr. Catherine Allen, Professor of Anthropology at George Washington University will discuss the problems of Andean native populations in Peru. Other class activities will include the creation of maps from student-gathered data, the tracing of migration patterns, keeping a travel journal, debates, a research paper, an oral report, discussion of environmental issues and neighborhood awareness activities. “Field walks” to observe local patterns, analyze land usage and understand economic patterns in our neighborhood are planned as well. The College Board also strongly suggests that “the use of the computer and Internet to do research will give students a competitive edge”.

The class begins with an overview of the history of geographic study and map-making. Then follow a review of basic geographic concepts and the uses of various types of maps and mapping systems such as GPS and GIS. The Human Geography course is then divided into two parts. In the rest of the first semester we will study social and political themes: population, migration, folk and popular culture, language, religion, ethnicity and politics. The second semester deals with economic themes such as development, agriculture, industry, services, urbanization and resource problems. In each chapter, the United States and several other countries are examined as Case Studies.

Grades (per semester)

Chapter Tests and Quizzes

30%

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Essays and Homework	20%
Research Paper or Oral Report	20%
Midterm or Final	20%
Participation	10%

Class Materials

- A spiral notebook or section of your binder devoted to Geography class
- Pens (blue or black ink only)
- A marble composition book to use as a journal (no spiral notebooks for this)
- A stapler (this can be left at home)
- Colored pencils for making maps, charts and graphs
- A good world atlas and world almanac (optional but helpful—to be kept at home)

Class Rules

BE ON TIME. This means you must be in class and ready to start. It also means you must turn in your work on time. Much of the work I assign will be gone over in class, so I will not take late work at all. For larger writing assignments, one letter grade is lost per day. After one week, the assignment will not be accepted.

BE PREPARED. This means you must bring all the things you need to class with you—book, notebook, pens, colored pencils, homework, etc. It also means you must be ready to discuss assigned readings or to take a pop quiz.

BE RESPECTFUL. This means listening when others are talking, waiting your turn to speak, not doing anything to disturb the learning experience of others, and being respectful of others' in class discussions.

Human Geography Current Events Journal Entries

Required Materials: Marbled Composition notebook (\$0.99 at CVS, Staples, or Office Depot)
Blue or black pen
Stapler or tape

Two journal entries about current events will be due each Thursday of the school year, excluding exam weeks.

The teacher will provide you with one article each week. You are responsible for finding another article on the topic of your choice. **IT MUST PERTAIN SOMEHOW TO HUMAN GEOGRAPHY!** The teacher will provide magazines and newspapers for you to use. There will **NOT** be in-class time for you to hunt for articles.

- 1) Staple or tape the article into your journal.
- 2) Journal entries must be at least 2 pages long (front and back of one page, not counting the article itself) and contain at least 3 paragraphs.
- 3) Paragraph 1 should be a summary of the article.

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4) Paragraph 2 should discuss the issues of Human Geography found in the article. Use appropriate vocabulary words!

5) Paragraph 3 is your opinion about the topic.

Journal articles are graded on a 9-0 point scale. (9 & 8 = A, 7 & 6 = B, 5 & 4 =C, 3 & 2= D, 1 & 0 = F)

Sometimes the teacher may write comments on your ideas. Please feel free to more comments in response. If your article is particularly interesting, we may copy it for the whole class to comment on.

What's the point of all this?

By the end of the year, you will know a lot more about what's going on in the world, and you will have a wealth of examples to use in your AP Human Geography Exam essays. You will have had on-going discussions in writing with your teacher and, hopefully, discussions with fellow classmates and at home about current events. Maybe you will even find a cause to champion!

Syllabus

First Quarter—Movement of Peoples

Assign Folk Music and Dance topics for presentation at the end of the Quarter

Week One: Basic Concepts of Geography—Maps, Map Skills and Map-making

History of Geographic Knowledge

Scale, Types of Maps and Projections

Location: Site, Situation, Longitude and Latitude

GIS, GPS and other High Tech Mapping Systems

Guest Speaker: NASA Scientist Robert Wolfe will discuss the making of satellite maps and how they are used

Homework: Rubenstein Ch. 1 and Monmonier's How To Lie With Maps

Week Two: Uniqueness of Place

Landform, Climate and Regional Geography

Population Density and Concentration

Types of Diffusion—Cargo Cults

Film: The Shape of the World

Homework: Rubenstein Ch. 1 and Map Packets

Week Three: Population (Case Studies: India and China)

Reasons for Population Concentrations

Arithmetic, physiological and Agricultural Density

Fertility and Mortality Rates

Demographic Transition Models and Population Pyramids

Homework: Rubenstein Ch.2 and Population Pyramid Practice Packets

Week Four: Overpopulation

HISTORY CURRICULUM

Malthus and Others

Homework: Malthus' Essay on the Principle of Population and Gould and Woods' Population Geography and HIV/AIDS

Debate: How to Decrease Population

TEST on Ch. 1 and 2

Weeks Five and Six: Migration (Case Studies: Ireland and USA)

Immigration Project (See Project Worksheet below)

Push and Pull Factors

Internal and External Migration

History of US Migration

The Problem of Illegal Immigration

Attitudes Toward Immigrants

Homework: Rubenstein Ch.3, Fan's Interprovincial Migration in China and excerpts from Severignini's Ciao, America!

TEST on Ch. 3

Week Seven: Folk and Popular Culture (Case Study: Australian Aborigines)

Amish and Orthodox Jews

Film: National Geographic Presents: Australia's Aborigines

Homework: Rubenstein Ch.4 and Strangers and Neighbors by Maria Poggi Johnson

Week Eight and Nine: Sports, Art and Music

American Folk Music—Demonstrations of country, western and bluegrass

Homework: How Soccer Explains the World by Franklin Foer

Research Poster Project on Music, Art or Sports—due at end of quarter

Second Quarter—Cultural Geography

Assignment of Second Quarter Research Paper on an Ethnic or Religious Conflict— 5-10 pages, due at the end of the semester

Guest Speaker: Dr. Catherine Allen, Anthropology Dept. Chair at George Washington University will discuss her work among the Quechua people of Peru

Week One: Food

Discussion of Food taboos in Orthodox Judaism and other cultures

Lecture on Wine Production in Europe and the USA

Homework: Rubenstein Ch. 4, Flack's American Microbreweries and Neolocalism, Christie's Kitchenspace, Fiestas and Cultural

Reproduction in Mexican House-Lot Gardens and Grigg's Wine, Spirits And Beer

Week Two: Shelter

Lecture on Types of Housing found in the USA and other countries

Field Walk in Neighborhood to look at types of houses

Films: The Gods Must be Crazy and Atanarjuat: The Fast Runner

Homework: Comparison Worksheet of Two Films (See Worksheet below)

TEST on Ch. 4

HISTORY CURRICULUM

Week Three: Language (Case Studies: French in Canada, Spanish in the USA)
Lectures on Language Families and the Evolution of English Language
Discussion of Isolated languages—Basque, Icelandic, and Quechua
Preserving Endangered Languages—Welsh, Hebrew and Native American
Homework: Rubenstein Ch. 5 and excerpts from Diamond's Guns, Germs and Steel about the takeover of other languages by Chinese

Weeks Four and Five: Religion (Case Study: Tibetan Buddhism)
Universalizing Religions—Christianity, Islam and Buddhism
Ethnic Religions—Hinduism, Confucianism, Taoism and Judaism
Origins and Distribution of Religions
Holy Places, Calendars, Religious Architecture and Ritual
Religious Conflict—Government Repression and Religious Wars
Homework: Rubenstein Ch. 6 and Diamond's Guns, Germs and Steel
TEST on Ch. 5 and 6

Week Six: Ethnicity and Gender (Case Studies: Rwanda and Bosnia)
Lecture on Distribution of Ethnicities in the USA
Discussion of Ethnicity and Nationality
Ethnic Cleansing
Homework: Rubenstein Ch. 7, Allen's Ethnic Concentrations in the United States and Domosh's Women at Work
Field Trip to the Holocaust Museum

Week Seven and Eight: Political Geography (Case Studies: USSR and Yugoslavia)
The Concept of the State
Colonialism and Imperialism
Boundaries and the Shape of States
Russia to USSR to Russia again
The United Nations, NATO and the European Union
Homework: Rubenstein Ch.8, Allen's Ethnic Residential Concentrations in the United States and Kepka's Euroregions in Comparative Perspective

Week Nine: Present Papers and Review for **MIDTERM EXAM**

Third Quarter—Economic Development

Assignment of Two States per Student to Research for Third Quarter Projects

Week One: Development (Case Studies: Japan, Eastern Europe and Bangladesh)
The Human Development Index—MDCs and LDCs
Primary, Secondary and Tertiary Jobs
Social and Demographic Indicators of Development
Obstacles to Development and How to Overcome Them
Homework: Rubenstein Ch. 9 and excerpts from Friedman's The World is Flat

Weeks Two and Three: Agriculture (Case Studies: USA and Pakistan)
History of Agriculture

HISTORY CURRICULUM

Subsistence and Commercial Agriculture

Project: Students Research Agriculture in Their Assigned States

Debate from Taking Sides: Clashing Views on African Issues on the topic

Have the Contributions of Africans to Agriculture Been Recognized?

Homework: Rubenstein Ch. 10, Innis' The Future of Traditional Agriculture

TEST on Ch. 9 and 10

Weeks Four and Five: Industry (Case Studies: Japan, Korea and China)

Lecture: History of the Industrial Revolution

Distribution of Industry: Site and Situation Factors, Markets and Perishability

Globalization and Trade Blocs

Aiding LDCs to Industrialize

Homework: Students continue work on their project by researching industry in their assigned states. Rubenstein Ch. 11

Weeks Six and Seven: Services (Case Studies: Athens, Paris, Tokyo and Washington)

Types of Services

Central Place Theory and Market Area Analysis

Ancient and Modern Cities

Downtowns and Suburbs

Film: Frontline: Walmart

Homework: Rubenstein Ch. 12 and Friedman's The World Is Flat (Walmart Chapter). Students will continue to look at the services available in their assigned states and will compare them as well to the services Available in an LDC of their choice.

Weeks Eight and Nine: Urbanization (Case Study: New Jersey)

Growth of Urbanization

Models of Urban Structure—Concentric Zone, Sector and Multiple Nuclei

European Cities and Cities in LDCs

Problems of Inner Cities

Suburbs and Transportation Issues

Homework: Rubenstein Ch. 13, Beaverstock's World-City Network and Greenville: From Back Country to Forefront by Allen and Turner

TEST on Ch. 11, 12 and 13

Fourth Quarter—Environmental Issues

Week One: Resource Issues (Case Study: The Two Persian Gulf Wars)

Lecture on Oil Resources and Usage

Homework: Rubenstein Ch. 14 and Research Project on Alternative Energy Sources

Week Two: Pollution (Case Study: Mexico City)

Lecture on Types of Pollution and Sources of Pollution

Alternatives for Reducing Pollution

Field Trip to Landfill and Recycling Center

Week Three: Global Food Shortages

HISTORY CURRICULUM

Film: An Inconvenient Truth

Homework: Washington Post series on Global Food Shortage

TEST Ch. 14

Weeks Four, Five and Six: Review for AP Exam

Week Seven and Eight: Putting it All Together

Mall Field Trips and Paper (Students will visit three malls—one very up-Scale, one very lower-scale and one in between)

School-wide “Save the Planet” Projects in conjunction with the Center for The New American Dream’s “Turn the Tide”

Atanarjuat/ The Gods Must Be Crazy Comparison: Lesson Plan

Hand out copies of the question below. As students watch The Gods Must Be Crazy have them take notes on bushman, village and city life under the following topics:

How people get food and water—sustenance

How people get from one place to another—transportation

Where people live—houses

What people wear—clothing

What people do for a living—work

Who’s in charge—government

How people view time

How people educate their children

How people view nature and animals

How people treat each other within their group and those from other groups

How people view God or their gods

Have students answer the same questions while watching Atanarjuat: the Fast Runner. (A couple of the questions will not apply.)

QUESTION Answer in a 5 paragraph essay:

Compare and contrast the lives and beliefs of the Bushmen of the Kalahari Desert in Botswana to those of the Inuit people of the far Northern American continent.

HISTORY CURRICULUM

Lesson Plan: Immigration Project

- 1) Discuss with students the concepts of immigration, push and pull factors.
- 2) Brainstorm with students who would be good people for them to interview for this project. They will need to interview two people who are either recent immigrants themselves or who know the stories of how their family members immigrated to the United States.
- 3) Divide students into groups of two or three and have them come up with 10 questions that they would ask the people they would like to interview.
- 4) Have students read their questions aloud and write them on the board. Decide which 10 are the best, so that everyone will be asking the same things.
- 5) Give students a week to finish two interviews and bring in the answers to the questions. Remind them that some people may not feel comfortable answering all the questions, and that sometimes the interviewee may want to tell them something else that is interesting about their lives. Everything that they can learn from the interview is a good thing.
- 6) Have students write up their interviews in the form of a story about each person, either in first person or third person point of view. They can either hand them in for you to proofread or exchange them with each other. Then they need to correct all errors at home.
- 7) Use one day in the computer lab to research the area that their subjects came from. They need to find pictures that will illustrate the stories and print them out. (A Google Image Search such as "1930s Poland will yield some great pictures.) They can also bring in actual photos of their subjects.
- 8) If you have a truly artistic student (or one who needs some extra credit), ask him/her to make a cover page for your booklet. Spend one more day putting pictures and stories together. Make copies for each student to keep and a copy for the school library.
- 9) It is also possible to do this entire project as a website or a power point presentation. It really makes a nice thing to have running in your school or in your room

Services Scavenger Hunt

- Rules: You have one hour to play the game.
You must find at least one of each type of service.
The group with the most finds wins a prize of my choice.

Retail Services

Business Services

Personal Services

HISTORY CURRICULUM

A.P. PSYCHOLOGY COURSE SYLLABUS

COURSE OBJECTIVES:

1. To provide an overview of fundamental psychological principles, concepts, and ideas in preparation for the AP Psychology exam.
2. Students will be able to define and apply key psychological concepts and terms into their everyday lives.
3. To offer an opportunity for an in depth experience for at least one psychological topic.
4. To discuss the relationship between classic psychological principles and Torah values.

TEXTBOOK: Myers, David. *Psychology*, 7th ed. New York: Worth, 2004.
(includes a study guide.)

COURSE REQUIREMENTS:

1. Students will work throughout the year both independently and in groups on research projects of varying types and topics.
2. Exams are cumulative. Exams will include material from the text, lecture notes, and assigned outside readings.
3. Quizzes will only cover one unit at a time and be given at the duration of each unit of study.
4. Papers and Outside Readings will be assigned throughout the year.
5. An inherent frustration in most overview courses is the tension between needing to cover ground while having enough time to delve into each subject area. To help with this, each student will be given the opportunity to study a psychological principle in detail (8-10 pages) and then present their work to the class. Topics must be approved by the instructor before the end of first semester.
6. Extra Credit: A consistent theme of the course will be to apply the psychological principles we learn into our daily lives. Towards this end, students will be encouraged to share newspaper articles and other current events that describe or discuss psychological principles.

GRADING PROPORTIONS:

Exams and Major Projects:	50%
Papers on Outside Readings:	25%
Quizzes and Homework:	15%
Class Participation:	10%

HISTORY CURRICULUM

COURSE PLAN

UNIT 1: HISTORY, APPROACHES, AND RESEARCH METHODS (3 WEEKS)

- A. Philosophy and History of Science
- B. Approaches and Perspectives
- C. Experimental, Correlation, and Clinical Research
- D. Statistics
- E. Research Methods and Ethics
- F. Ethics in Research

Objectives:

1. What are the goals of psychology?
2. The history and development of the eight main schools of Psychology
3. Different perspectives in psychology
4. Identify basic and applied research subfield of psychology
5. Identify the elements of an experiment (variables, groups, sampling, population)
6. Apply elements of an experiment to different situations
7. Compare and contrast research methods (case study, naturalistic observation)
8. Scales of measurement and descriptive statistics
9. Discuss importance of confounding variables and common pitfalls in psychological research (placebo effect, Hawthorne effect, clever Hans)
10. Explain correlational studies and statistical significance
11. Describe the three measures of central tendency (mean, median, mode)
12. Discuss the ethics of animal and human research (Zimbardo Prison study, Milgram study, informed consent)

UNIT 2: BIOLOGICAL BASIS OF BEHAVIOR (3 WEEKS)

- A. Physiological techniques
- B. Neuroanatomy
- C. Functional Organization of the Nervous System
- D. The process of neural communication
- E. Explain how neurotransmitters work
- F. Delineate the different steps of the neural chain
- G. Endocrine System
- H. Genetics

Objectives:

1. How do we know the brain is an important structure?
2. Different types of brain scans (including Phineus Gage and Daniel Amen's brain scans)
3. The Neuron
4. Synapses and neurotransmitters (experiment of Sir Otto Loewi)

HISTORY CURRICULUM

5. Types of neurotransmitters
6. The action potential
7. The central nervous system
8. The peripheral nervous system
9. The lobes and parts of the brain
10. Discuss important research such as split-brain studies, Broca and Wernicke's area)
11. Describe the functions of the brain structure (thalamus, hippocampus, cerebellum, limbic system)
12. Discuss the endocrine system's role in behavior
13. Role of genetics in influencing human behavior

UNIT 3: SENSATION AND PERCEPTION (2 WEEKS)

- A. Thresholds
- B. Sensory Mechanisms
- C. Sensory Adaptation
- D. Attention
- E. Perceptual Processes

Objectives:

1. Contrast the processes of sensation and perception
2. Discuss transduction
3. Describe operation of sensory system (five senses)
4. Distinguish between absolute and difference thresholds (Weber's law)
5. know anatomical structures of eye and ear
6. Describe the operation of the sensory systems (transduction)
7. Explain theories of color vision (Young-Helmholtz and Opponent Process theories)
8. Explain the place and frequency theories of pitch perception
9. Discuss Gestalt psychology's contribution to our understanding of perception
10. Discuss research on depth perception and cues

UNIT 4: STATES OF CONSCIOUSNESS (2 WEEKS)

- A. Sleep and dreaming
- B. Hypnosis
- C. Psychoactive Drug Effects

Objectives:

1. Why do we need sleep?
2. Stages of sleep (differences between NREM and REM)
3. Major sleep disorders
4. PTSD and its' effects on sleep
5. Dream theorists
6. Altered States of Consciousness

HISTORY CURRICULUM

7. Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens
8. List names and effects of depressants, stimulants, and hallucinogenic drugs
9. Treatments for substance abuse (founding of AA)
10. History of hypnosis

UNIT 5: LEARNING (2 WEEKS)

- A. Classical Conditioning
- B. Operant Conditioning
- C. Schedules of Reinforcement
- D. Observational Learning

Objectives:

1. Definition of learning
2. Describe and apply the elements of classical conditioning (Pavlov)
3. Describe and apply the elements of operant conditioning (the law of effect of Thorndike, Skinner)
4. Discuss the different forms of reinforcement and punishment
5. Schedules of reinforcement
6. Discuss and apply the elements of social learning (Bandura's experiment)

UNIT 6: MEMORY (2 WEEKS)

- A. Memory

Objectives:

1. Information Processing Model of memory (Ebbinghaus)
2. George Miller and the 7 ± 2 rule
3. Ways to increase short term memory
4. Classification of Long term memory
5. Biology involved with memory (Hippocampus)
6. Decay and interference theories
7. Forgetting

UNIT 7: COGNITION AND LANGUAGE (2 WEEKS)

- A. Problem Solving
- B. Thinking
- C. Language

Objectives:

1. Problem solving techniques (Duncker)
2. Discuss role of mental sets, functional fixedness, and restructuring in problem solving
3. Differentiate between algorithms and heuristics for general solution strategies
4. Language development and the structure of language

HISTORY CURRICULUM

5. Stages of language development
6. The argument of nature and nurture in language development.
7. Cases of “Wild Children” or “forbidden experiments”- what they teach us and ethical considerations.
8. The critical period in language development (Chomsky and Linnenberg)
9. Discuss Whorf’s linguistic relativity hypothesis

UNIT 8: TESTING AND INDIVIDUAL DIFFERENCES (2 WEEKS)

- A. Standardization and norms
- B. Reliability and Validity
- C. Types of Tests
- D. Ethics in testing
- E. Intelligence
- F. Nature vs. Nurture and intelligence
- G. Human diversity

Objectives:

1. Types and history of testing (including Galton, Spearman, Cattell and Terman)
2. Alfred Binet’s contribution to intelligence testing
3. Compare and contrast Gardner, Sternberg, and Goleman theories of intelligence.
4. Weschler’s contribution to intelligence testing (WISC, WAIS)
5. The importance of reliability and validity in testing
6. Intelligence and projective testing
7. Nature vs. Nurture and intelligence

UNIT 9: STRESS, MOTIVATION AND EMOTION (2 WEEKS)

- A. Biological bases
- B. Theories of motivation
- C. Social motives
- D. Theories of emotion
- E. Stress

Objectives:

1. The role of hope in motivation
2. Motivation in the animal world (work of Lorenz, Tinbergen, ethology)
3. Drive reduction theory (Hull) and homeostasis
4. difference between intrinsic and extrinsic motivation
5. Cognitive dissonance
6. Arousal theory (Yerkes-Dodson Law) and incentive theory
7. Analyze how the body regulates weight so effectively
8. Cal Izard’s six fundamental emotions
9. Three theories of emotion (James-Lange, Cannon-Bard, Schachter-Singer)
10. Describe the biological response to stress
11. Rotter and the locus of control

HISTORY CURRICULUM

12. Hans Selye and the general adaptation syndrome
13. Richard Lazarus and stress
14. Ways to deal with stress

UNIT 10: DEVELOPMENTAL PSYCHOLOGY (3 WEEKS)

- A. Life-Span approach
- B. Heredity and environment
- C. Developmental theories
- D. Moral development
- E. Dimensions of development

Objectives:

1. The difference between stage and continuity models of development
2. Prenatal development
3. Distinguish between longitudinal and cross sectional studies
4. The role of nature and nurture in development over the life-span
5. The theory of Vygotsky and the zone of proximal development
6. Describe the theories of Piaget, Erikson, and Kohlberg
7. Describe the early development of a self-concept (Mahler and Bowlby)
8. The importance of physical contact (Harlow's work with contact comfort)
9. The importance of attachment (Ainsworth and Baumrind)
10. Kubler-Ross and the process of grief and mourning
11. Thomas and Chess and Emotional development studies

UNIT 11: PERSONALITY (2 WEEKS)

- A. Personality theories and approaches
- B. Assessment techniques
- C. Self-Concept and Self-Esteem
- D. Growth and adjustment

Objectives:

1. Freud and the psychoanalytic perspective
2. The id, ego, superego and unconscious and stages
3. Defense mechanisms and drives
4. Post-Freudian/psychodynamic thought including Adler, Jung, Klein, and Horney
5. Humanistic thinking and Maslow's Hierarchy of Needs
6. The contributions of Rogers and Frankl
7. Allport and trait theories contribution to understanding personality

UNIT 12: TREATMENT OF PSYCHOLOGICAL DISORDERS AND ABNORMAL PSYCHOLOGY (3 WEEKS)

- A. Treatment approaches
- B. Schools of therapy

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C. Role of medication

Objectives:

1. What is abnormal (including discussion by Szasz)
2. Sociological critique of mental illness (rosenhan study)
3. History of treatment of mental illness including Hippocrates, Bedlam, and Benjamin Rush)
4. Humanitarian movement in treatment (Pinel and Dorothea Dix)
5. The origin of the DSM (Emil Kraeplin) and the diathesis-stress model
6. Different perspectives psychologists take to understand psychological disorders.
7. Modes of therapy including behaviorism, cognitive, psychoanalytic, and psychodynamic)
8. Group and family therapy
9. The role of medicine and the categories of treatment (major tranquilizers, minor tranquilizers, anti-anxiety, mood stabilizer, and stimulants).
10. Describe the characteristics of anxiety disorders
11. Describe the characteristics of dissociative disorders
12. Describe the characteristics of psychosomatic disorders
13. Describe the characteristics of somatoform disorders
14. Describe the characteristics of mood disorders
15. Describe the characteristics of personality disorders
16. Describe the characteristics of schizophrenia
17. Describe the characteristics of brain-based disorders

UNIT 13: SOCIAL PSYCHOLOGY (2 WEEKS)

- A. Group dynamics
- B. Attribution Process
- C. Interpersonal Perception
- D. Conformity, Compliance, Obedience
- E. Attitudes and Attitude Change
- F. Industrial/Organizational Psychology
- G. Aggression/Anti-social Behavior
- H. Issues with multi-cultural sensitivity

Objectives:

1. The importance of attribution in social behavior (Weiner study)
2. Attributional errors and how they effect our behavior
3. Festinger and cognitive dissonance
4. Evaluate why people are attracted to one another
5. Differentiate among the terms prejudice, stereotype, and discrimination
6. Describe Milgram's study on obedience
7. Discuss the results of the Asch experiment.
8. Discuss altruism
9. Describe the process of decision making in groups
10. Describe the Robber's Cave study and its implication for working with prejudice

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11. Discuss aspects of leadership and performance appraisals
12. Discuss the role of power in groups and organizations
13. Issues involved with satisfaction in the workplace
14. Appreciating different perspectives or worldviews due to cultural difference.(etic vs. emic perspectives)
15. The difference between assimilation and acculturation

HISTORY CURRICULUM

Grade 11/12

Course:

Medieval Jewish History

Course Goals:

This course aims to survey Jewish history from the times of the early Rishonim (circa 1000) until the Codifiers of Jewish Law (16th century). Communal vicissitudes and leadership personae will be investigated building toward a greater understanding of events and circumstances.

Texts:

Divrei Yimei Yisrael (9 Volumes) by T. Graetz

A Treasury of Jewish Letters (2 Volumes), Kobler, F., ed.

Additional Materials:

Sourcebook (primary sources)

Major Topics:

This course covers the period of the Rishonim including the expulsions of the Jews from Spain and Portugal. It compares and contrasts Ashkenazic and Sephardic customs and personalities from 1000 through 1550. General historical figures and events will be interpolated where prudent.

Key Units Covered in Depth:

- Spain and North Africa
- Germany and France
- Persecution: 1096-1248
- Redactors, Philosophers and Halachists
- Expulsion from Spain and Portugal
- 15th and 16th Centuries

Skills Taught:

- Political and physical geography of Jewish Europe
- Research/writing/presentation components
- Interpretation of primary source materials
- Read and analyze topical works in Jewish ethics and law

HISTORY CURRICULUM

Grade 12: Electives (Potential Courses Dependent on Interest and Enrollment)

World History- a course meant to complement the 11th grade European History class by focusing mainly on non-European History. Beginning with the ancient cultures of the Middle East, India and China, the class studies in depth the Empires of the Mongols, Mughals, Ottomans, and Islam. In Africa, the kingdoms of Mali, Songhai, Congo and others are highlighted as well as the Sub-Saharan tribal life and the spread of Bantu culture. The impact of European and American colonization is examined as well. (AP credit or CUC credit available)

Comparative Government- studies the various types of democracies (Presidential, Parliamentary, mixed) and compares them to dictatorships, totalitarian regimes, and other less democratic alternatives. Students look not only at the actual constitutional set-up of the government, but also at the participation that is allowed and the rights that are granted. Attention is also paid to economic systems, comparing capitalist, communist, democratic-socialist and others. (Semester course—AP and CUC credit is available)

Other possible semester courses could focus on a specific time period, i.e. The Civil War, The Holocaust, or on a specific group of people, such as Jewish History*, Asian History or African-American History.